



## ACCESS for ELLs

## 2019 Statewide Results

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December 2019



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## Executive Summary

The ACCESS for ELLs (ACCESS) is an assessment of English language proficiency administered through the WIDA consortium to students who have been reported to the Massachusetts Department of Elementary and Secondary Education (the “Department”) as English learners (ELs). The ACCESS assesses student achievement of the WIDA English Language Development Standards in reading, writing, listening, and speaking and is administered to all publicly funded English learners (ELs) in grades K–12. In addition, the Alternate ACCESS for ELLs (Alternate ACCESS) is administered to EL students in grades 1–12 who have significant cognitive disabilities and are unable to take the regular ACCESS tests. The ACCESS is available in paper-based and online versions for grades 1–12 (kindergarten tests are available on paper only, as is the Alternate ACCESS).

Massachusetts has transitioned from paper-based to online ACCESS testing over the past three years. In 2019, 97.2 percent of ELs in grades 1-12 took the ACCESS test online. Massachusetts joined the WIDA consortium in May 2012 and has administered the ACCESS tests since the 2012–2013 school year.

### Participation Rates

In 2019, 95,300 EL students in Massachusetts who were enrolled in grades K–12 participated in the ACCESS tests, including 1,479 students who participated in the Alternate ACCESS, an overall participation rate of 98.1 percent, 0.3 percentage points higher than in 2018 (97.8 percent). Absent students totaled 1,853, fifteen percent fewer than in 2018. Overall participation rates are shown beginning on page 6.

### Overall Achievement

Achievement results are shown in detail beginning on page 6. The combined percentage of students attaining the highest levels on the ACCESS tests (i.e., *Level 4.2* through *Level 6*) in 2019 (21.7 percent of students) was slightly lower than the percentage in 2018 (22 percent). 2019 was the second consecutive year showing a decrease. In 2017, the percent of students achieving *Level 4.2* through *Level 6* was 22.4 percent.

### New Reporting Requirements

In 2019, this State Report was revised to include new reporting elements described in Title III of the federal *Every Student Succeeds Act* (ESSA) and in the *Language Opportunities for Our Kids* (LOOK) Act, a 2017 state law. The five required reporting elements described in ESSA are summarized below and described in detail beginning on page 12 of this report.

- Reporting Element #1: The number and percent of ELs making progress toward achieving English language proficiency in the aggregate and disaggregated for EL students with disabilities (EL SWD). A student who is making progress is on track to attain English proficiency (i.e., achieve a score of *Level 4.2*) within six years.
  - 50.3 percent of Massachusetts EL students made progress in 2019; among students with disabilities, 28.8 percent made progress in 2019.
- Reporting Element #2: The number and percent of ELs attaining English language proficiency as determined by the ACCESS test.

- 19.6 percent of students attained English proficiency in 2019; 19.8 percent of students attained English proficiency in 2018.
- Reporting Element #3: The number and percent of ELs who exit English learner status based on their attainment of English language proficiency
  - 69.9 percent of students who attained English proficiency exited EL status in 2019, compared with 65.1 percent of students who attained English proficiency and exited EL status in 2018.
- Reporting Element #4: The number and percent of Former ELs (FELs) meeting challenging state academic standards on the next-generation Massachusetts Comprehensive Assessment System (MCAS) tests for English language arts (ELA), mathematics, and science and technology/engineering (STE) for each of the four years after such students no longer receive EL services. Results are reported in the aggregate and disaggregated by FEL students with disabilities (FEL SWD). For all FELs:
  - 51 percent of FELs in grades 3–8, and 37 percent in grade 10 scored *Meeting Expectations* or *Exceeding Expectations* on ELA MCAS tests in 2019.
  - 49 percent of FELs in grades 3–8, and 42 percent in grade 10 scored *Meeting Expectations* or *Exceeding Expectations* in mathematics in 2019.
  - 38 percent of FELs in grades 5 and 8 scored *Meeting Expectations* or *Exceeding Expectations* in science/technology and engineering in 2019.
  - 16 percent of FEL SWD in grades 3–8, and 12 percent in grade 10 scored *Meeting Expectations* or *Exceeding Expectations* in ELA in 2019. Sixteen percent of FEL SWD in grades 3-8, and 12 percent in grade 10 scored *Meeting Expectations* or *Exceeding Expectations* in mathematics. Thirteen percent of FEL SWD in grades 5 and 8 scored *Meeting Expectations* or *Exceeding Expectations* in STE in 2019.
- Reporting Element #5: The number and percent of ELs who have not attained English language proficiency within six years of initial classification as an EL (i.e., within five years plus a baseline year, or six years)
  - In 2019, 14.9 percent of ELs had not met proficiency after six years, up from 14 percent <sup>1</sup> who had not met proficiency after six years in 2018.

<sup>1</sup> This percent differs from the percent reported in the “2018 ACCESS for ELLs 2018 State Results” as the calculations were adjusted in 2019 to better align with the intent of ESSA Reporting Element #5.

## I. Background

This report summarizes the results of 95,300 EL students in Massachusetts who participated in the 2019 ACCESS) and the Alternate ACCESS tests, which were developed by the WIDA consortium and are intended to measure the English language proficiency of EL students in 40 consortium member states, territories, and federal agencies.

ACCESS tests measure how well EL students have achieved the *English Language Development (ELD) Standards* developed by the WIDA consortium. Massachusetts adopted the WIDA standards because they describe English language development in four areas, called domains (listening, reading, speaking, and writing); academic literacy in four subjects, plus social and instructional language; and because the WIDA standards are aligned with the *Massachusetts Curriculum Frameworks*. Only students who participate in all four domains receive overall scores. Students participate in tests designed for specific grade-level clusters as follows:

**ACCESS Tests**

<b>Format</b>	<b>Grade-Level Cluster Tests</b>
Online	1, 2-3, 4-5, 6-8, 9-12
Paper	K, 1, 2, 3, 4-5, 6-8, 9-12; and Alternate ACCESS in grades 1–12

In 2016, WIDA introduced a new, more rigorous computer-based test. Schools in Massachusetts were given a choice to administer either computer- or paper-based tests, with the expectation that the state would transition virtually all EL students to computer-based testing for the 2019 test administration. Paper-based tests remain available for use as an accommodation due to a disability, or for a first-year EL who lacks familiarity with or the ability to use a computer.

For paper-based testing, students in grades 1-12 take either Tier A or B/C of the designated grade-cluster test, depending on their level of English language proficiency. For online testing, the listening and reading tests are adaptive, with students directed to questions of equal, lesser, or greater difficulty depending on how they responded to a previous cluster of questions. Based on listening and reading results, students are routed to the appropriately tiered speaking and writing tests.

Students taking the ACCESS test receive scaled scores between 100–600 overall, in each domain, and several composite scores. Proficiency level scores are reported as a whole number followed by a decimal (e.g., Level 3.4), indicating the student’s overall language proficiency level, and the relative position within the proficiency level of the student’s scaled score, rounded to the nearest tenth. English proficiency is reported in one of six English language proficiency levels: 1-Entering, 2-Emerging, 3-Developing, 4-Expanding, 5-Bridging, and 6-Reaching (see Appendix A).

Assessment subscores are also reported using the same scaled scores and proficiency levels in the four domains of listening, speaking, reading, and writing; and reported as a composite score in the following combined areas:

- Overall composite score combining all four domain scores
- Oral Language composite score, combining scores from listening and speaking;
- Literacy composite score, combining scaled scores from reading and writing;
- Comprehension composite score, combining scaled scores from listening and reading.

## Standard Setting on ACCESS 2.0 Tests

In 2016, the WIDA consortium reset proficiency standards on its new ACCESS for ELLs 2.0 assessment. The standards on ACCESS 2.0 are more rigorous than the standards on ACCESS 1.0, meaning that a higher level of achievement on the new test is required to earn the same proficiency level as on the ACCESS 1.0 tests, which were phased out after 2015. The new standards were applied to ACCESS scores for the first time in 2017. Resetting the proficiency standards was intended by WIDA to ensure that EL students were well-prepared to meet the rigor of the new College and Career Ready Standards now in place in Massachusetts and in other WIDA states. However, the resetting of standards had the effect of greatly reducing the number of students who qualified under the previous ACCESS 1.0 criteria to exit EL status. Massachusetts subsequently elected to revise its criteria for eligibility to exit EL status to a level that was judged to be comparable to the exit criteria on the previous score scale, as described below.

## Reclassification of EL students

Prior to 2017, the criteria used to exit students from EL status had been the attainment of an overall score of Level 5.0. Based on 2017 results using the ACCESS 2.0 revised score scale, the Department recommended instead that districts consider exiting students from EL status when they met the following criteria, based on the likelihood that they would be able to perform standards-based classroom work in English:

- a. An overall score of **Level 4.2**; and
- b. A composite literacy score of **Level 3.9**

As before, the Department also recommended the use of other relevant data before exiting a student from EL status, including:

- student scores on locally administered reading, language, and other academic assessments;
- written observations and the recommendations of classroom teachers;
- student's classroom work and academic grades;
- student's performance on MCAS tests.

## Validating the New Exit Criteria – A Comparability Study

The Student Assessment office conducted a study to determine the comparability of ACCESS 1.0 and ACCESS 2.0 proficiency standards, specifically in terms of the **overall** ACCESS 2.0 test scores and the **composite literacy** scores. Three distinct methods were used to identify the equivalent proficiency level for a score of *Level 5.0* and overall literacy *Level 4.5* on the ACCESS 1.0 scale converted to the ACCESS 2.0 scale. The results of the three methods yielded similar results, described below.

1. **Equipercentile linking**, which compared the scores of students on both tests at each percentile rank; e.g., the scores for an EL student in the 15<sup>th</sup> percentile were calculated on both the 2015 ACCESS 1.0 (old scale) and 2017 ACCESS 2.0 (new scale);
2. The **WIDA Score Lookup Calculator**, which converts a given score on the ACCESS 1.0 scale to a score on the ACCESS 2.0 scale. We used this method to determine comparable scores on the new scale for students who previously took ACCESS 1.0;
3. **Comparing the percentage of students attaining Level 5.0** on ACCESS 1.0 with the score attained by the same percentage of students on ACCESS 2.0.

All three methods yielded equivalent overall scores of Level 4.2, with a literacy composite score of 3.9, on the new ACCESS 2.0 scale.

### **Alternate ACCESS**

The Alternate ACCESS was administered in Massachusetts to EL students with significant cognitive disabilities. The Alternate ACCESS is given in grades 1–12 to students whose disabilities prevent participation in the ACCESS general assessment, and is recommended for students who participate in the state’s academic alternate assessment, the MCAS-Alt. It is administered individually by trained and certified educators in four grade-level clusters: Grades 1–2, 3–5, 6–8, and 9–12. Students are assessed in the four domains of reading, writing, listening, and speaking. Results are reported at six proficiency levels (Levels A1, A2, A3, P1, P2, and P3; see Appendix B for descriptors for each proficiency level), and on a numerical scale from 900 to 960. In all, 1,479 Massachusetts students in grades 1-12 participated in the Alternate ACCESS test during the five-week January–February 2019 testing window.



## II. Summary of the Statewide ACCESS for ELLs Results

### Student Participation

In 2019, 95,300 EL students in Massachusetts who were enrolled in grades K–12 completed the ACCESS tests, including 1,479 students who participated in the Alternate ACCESS, an overall participation rate of 98.1 percent, 0.3 percentage points higher than in 2018. Absent students totaled 1,853. In 2019, 81,879 or 97 percent of students in grades 1–12 took online ACCESS tests (rather than paper-based tests) compared with 86 percent taking online ACCESS in 2018.

Participation and participation rates in the 2018 and 2019 ACCESS and Alternate ACCESS are summarized below in Table 1. “Participation” means that a student participated in all four sections of the ACCESS or Alternate ACCESS test—reading, writing, listening, and speaking. Table 1 summarizes participation by grade cluster and years of enrollment in Massachusetts. Participation rates were highest in lower grades and slowly declined as grade levels increased. Participation rates were lowest in grades 9–12.

**Table 1. Participation by Grade Cluster and Years of Enrollment in MA (2018 & 2019)**

Year	Years in MA	Grade Cluster											
		K		1-2		3-5		6-8		9-12		Grand Total	
		Part. #	Part. %	Part. #	Part. %	Part. #	Part. %	Part. #	Part. %	Part. #	Part. %	Part. #	Part. %
2018	First Year	10,517	99	2,724	99	3,348	99	2,968	100	4,148	98	23,705	99
	Second Year	408	99	10,339	99	2,825	99	2,451	99	4,335	97	20,358	98
	Third Year			8,428	99	2,328	99	1,801	99	2,834	96	15,391	98
	Fourth Year			772	97	7,157	98	1,212	98	1,863	95	11,004	98
	Fifth Year			3	-	6,159	99	894	97	1,184	94	8,240	98
	Sixth+ Year					3,929	98	6,772	98	4,750	88	15,451	95
	Total	10,925	99	22,266	99	25,746	99	16,098	98	19,114	94	94,149	98
2019	First Year	10,648	99	2,601	99	2,933	100	2,598	99	3,747	99	22,527	99
	Second Year	378	98	10,806	99	2,780	99	2,456	100	3,591	97	20,011	99
	Third Year	1	100	8,596	99	2,679	99	2,026	99	3,318	96	16,620	99
	Fourth Year			707	99	7,550	99	1,363	98	2,059	96	11,679	98
	Fifth Year			1	-	5,876	99	941	99	1,220	94	8,038	98
	Sixth+ Year					4,307	99	6,948	98	5,170	89	16,425	95
	Total	11,027	99	22,711	99	26,125	99	16,332	98	19,105	95	95,300	98

### Student Achievement

Table 2 summarizes overall ACCESS proficiency level results including the number of students tested, and percent of students scoring at each ACCESS proficiency level, disaggregated by grade cluster and years of enrollment in Massachusetts. Results for students who took the Alternate ACCESS are summarized in Table 5.

**Table 2. Proficiency Level  
by Grade Cluster and Years of Enrollment in MA (2019)**

<b>Grade Cluster</b>	<b>Years in MA</b>	<b># Tested</b>	<b>% Level 1</b>	<b>% Level 2</b>	<b>% Level 3</b>	<b>% Level 4</b>	<b>% Level 5</b>	<b>% Level 6</b>
<b>K</b>	First Year	10,648	55	20	15	9	1	0
	Second Year	378	46	24	19	10	1	0
	Third Year	1	-	-	-	-	-	-
	<b>Total</b>	<b>11,027</b>	<b>54</b>	<b>20</b>	<b>16</b>	<b>9</b>	<b>1</b>	<b>0</b>
<b>1-2</b>	First Year	2,580	36	28	25	8	2	0
	Second Year	10,675	7	29	48	13	3	0
	Third Year	8,463	3	20	51	23	3	0
	Fourth Year	692	5	26	52	17	1	0
	Fifth Year	1	-	-	-	-	-	-
	<b>Total</b>	<b>22,411</b>	<b>9</b>	<b>25</b>	<b>47</b>	<b>16</b>	<b>3</b>	<b>0</b>
<b>3-5</b>	First Year	2,916	38	21	20	14	5	2
	Second Year	2,746	11	20	34	25	8	2
	Third Year	2,650	3	13	37	33	11	2
	Fourth Year	7,411	2	11	43	36	7	1
	Fifth Year	5,747	1	6	31	46	15	2
	Sixth+ Year	4,184	1	6	31	44	16	2
	<b>Total</b>	<b>25,654</b>	<b>7</b>	<b>11</b>	<b>34</b>	<b>36</b>	<b>10</b>	<b>2</b>
<b>6-8</b>	First Year	2,582	44	21	17	13	4	1
	Second Year	2,426	21	28	29	17	4	1
	Third Year	1,997	10	26	36	23	4	1
	Fourth Year	1,339	6	22	41	26	4	0
	Fifth Year	917	4	19	44	29	3	0
	Sixth+ Year	6,745	4	18	46	30	2	0
	<b>Total</b>	<b>16,006</b>	<b>14</b>	<b>21</b>	<b>37</b>	<b>24</b>	<b>3</b>	<b>0</b>
<b>9-12</b>	First Year	3,726	39	25	19	13	4	0
	Second Year	3,563	19	27	33	17	4	0
	Third Year	3,297	13	25	40	19	3	0
	Fourth Year	2,037	10	23	43	21	3	0
	Fifth Year	1,203	6	21	48	21	3	0
	Sixth+ Year	4,896	5	17	53	22	3	0
	<b>Total</b>	<b>18,722</b>	<b>16</b>	<b>23</b>	<b>39</b>	<b>19</b>	<b>3</b>	<b>0</b>
<b>Grand Total</b>		<b>93,821</b>	<b>16</b>	<b>20</b>	<b>36</b>	<b>22</b>	<b>5</b>	<b>1</b>

Figure 1. Percent of Students at Each Proficiency Level, Grades K-6

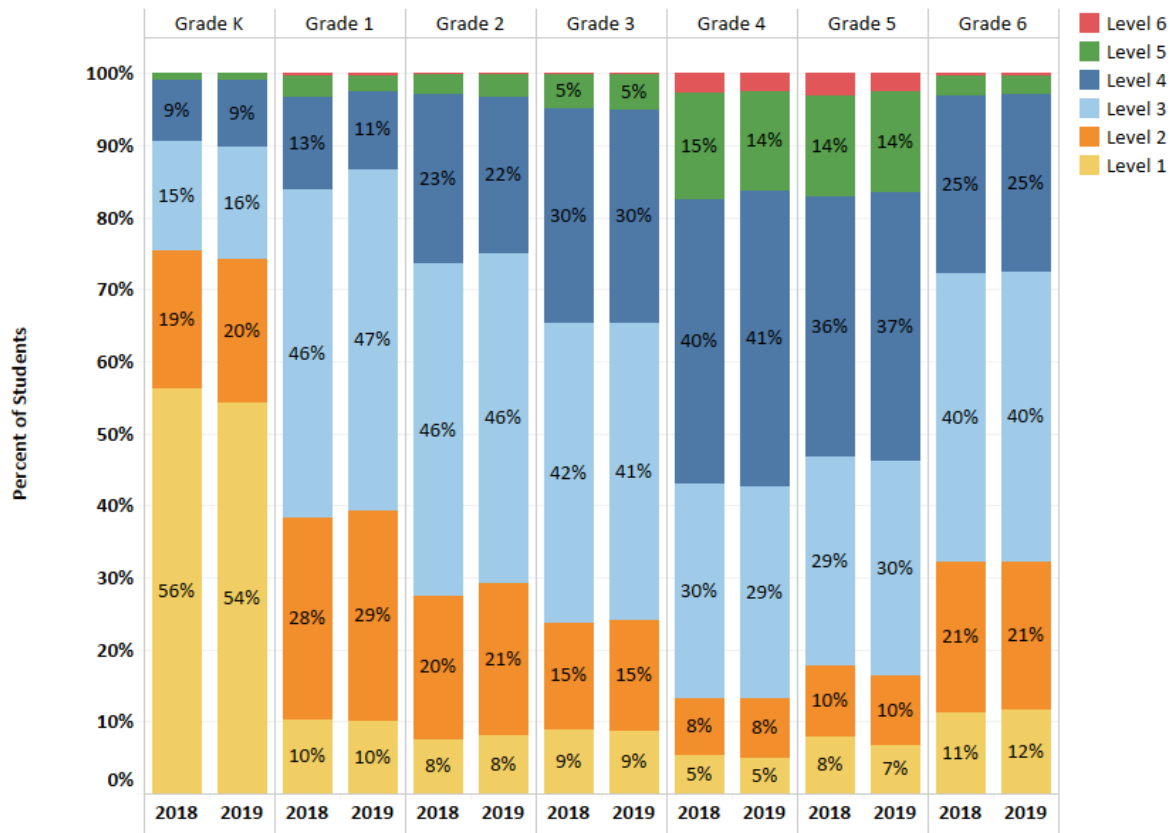


Figure 2. Percent of Students at Each Proficiency Level, Grades 7-12

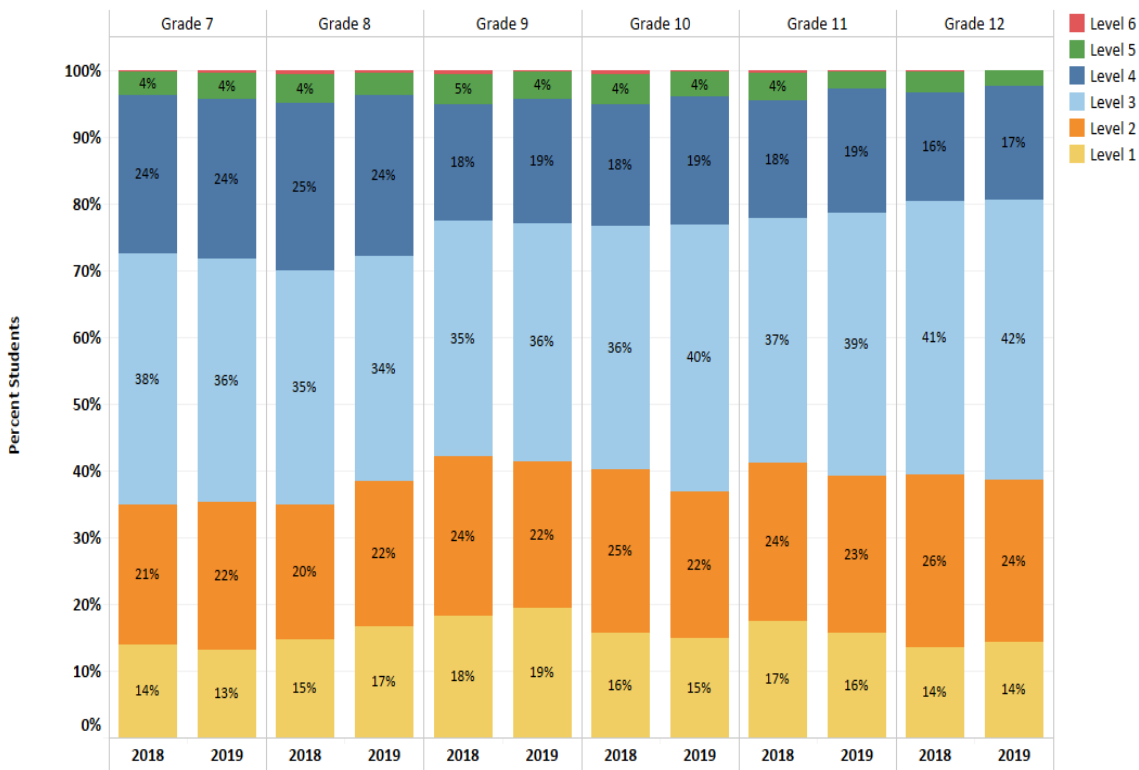


Table 3 shows the comparative percentage of ELs who attained English proficiency as indicated by an ACCESS score of Level 4.2. The percentage of students attaining scores indicating their attainment of English proficiency (i.e., between *Level 4.2* and *Level 6*) in 2019 was comparable to the percentage in 2018 (21.7 percent in 2019 and 22 percent in 2018).

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**Table 3. Students Who Attained Above or Below Level 4.2 by Grade (2018 & 2019)**

Grades	2018		2019	
	Below 4.2	4.2 or Above	Below 4.2	4.2 or Above
<b>K</b>	93.5%	6.5%	92.8%	7.2%
<b>1</b>	87.7%	12.3%	89.8%	10.2%
<b>2</b>	80.6%	19.4%	81.1%	18.9%
<b>3</b>	74.7%	25.3%	74.1%	25.9%
<b>4</b>	52.0%	48.0%	51.9%	48.1%
<b>5</b>	55.2%	44.8%	54.7%	45.3%
<b>6</b>	79.9%	20.1%	80.1%	19.9%
<b>7</b>	79.8%	20.2%	78.8%	21.2%
<b>8</b>	77.6%	22.4%	79.0%	21.0%
<b>9</b>	82.1%	17.9%	81.9%	18.1%
<b>10</b>	81.8%	18.2%	82.6%	17.4%
<b>11</b>	83.3%	16.7%	84.7%	15.3%
<b>12</b>	85.6%	14.4%	86.5%	13.5%
<b>Total</b>	<b>78.0%</b>	<b>22.0%</b>	<b>78.3%</b>	<b>21.7%</b>

## Composite Proficiency Levels

In addition to receiving an overall ACCESS proficiency level score, students receive three composite scores: oral language, comprehension, and literacy. Composite scores are derived from a combination of weighted scaled scores in the four language domains as follows:

- Overall—combining the four domain scores, as follows: listening (15 percent), speaking (15 percent), reading (35 percent), and writing (35 percent)
- Oral Language—combining equally weighted scaled scores for listening and speaking (50 percent each)
- Comprehension—combining scaled scores for listening (30 percent) and reading (70 percent)
- Literacy—combining equally weighted scaled scores for reading (50 percent) and writing (50 percent)

Average proficiency levels for the three remaining composite scales are presented below, by grade cluster and years in Massachusetts, in Table 4.

**Table 4. Average Composite Proficiency Level  
by Grade Cluster and Years of Enrollment in MA (2019)**

<b>Grade Cluster</b>	<b>Years in MA</b>	<b># Tested</b>	<b>Average Oral Level</b>	<b>Average Comprehension Level</b>	<b>Average Literacy Level</b>
<b>K</b>	First Year	10,648	4.0	2.3	1.8
	Second Year	378	4.4	2.5	1.9
	Third Year	1	-	-	-
	<b>Total</b>	<b>11,027</b>	<b>4.0</b>	<b>2.4</b>	<b>1.8</b>
<b>1-2</b>	First Year	2,580	2.9	3.3	2.6
	Second Year	10,675	3.9	4.2	2.9
	Third Year	8,463	3.7	4.3	3.4
	Fourth Year	692	3.5	3.9	3.2
	Fifth Year	1	-	-	-
	<b>Total</b>	<b>22,411</b>	<b>3.7</b>	<b>4.1</b>	<b>3.1</b>
<b>3-5</b>	First Year	2,917	2.9	3.2	2.8
	Second Year	2,746	3.8	4.1	3.4
	Third Year	2,650	4.2	4.5	3.7
	Fourth Year	7,411	3.9	4.5	3.8
	Fifth Year	5,747	4.6	5.0	4.0
	Sixth+ Year	4,184	4.6	4.9	4.0
	<b>Total</b>	<b>25,655</b>	<b>4.1</b>	<b>4.5</b>	<b>3.7</b>
<b>6-8</b>	First Year	2,582	3.0	3.0	2.6
	Second Year	2,426	3.5	3.3	2.9
	Third Year	1,997	3.8	3.7	3.1
	Fourth Year	1,339	3.9	3.8	3.3
	Fifth Year	917	4.0	3.9	3.3
	Sixth+ Year	6,745	4.0	4.0	3.4
	<b>Total</b>	<b>16,006</b>	<b>3.7</b>	<b>3.7</b>	<b>3.1</b>
<b>9-12</b>	First Year	3,726	2.6	3.0	2.8
	Second Year	3,563	2.9	3.3	3.2
	Third Year	3,297	3.0	3.4	3.4
	Fourth Year	2,037	3.1	3.6	3.4
	Fifth Year	1,203	3.3	3.7	3.5
	Sixth+ Year	4,896	3.3	3.9	3.6
	<b>Total</b>	<b>18,722</b>	<b>3.0</b>	<b>3.5</b>	<b>3.3</b>
<b>Grand Total</b>		<b>93,821</b>	<b>3.7</b>	<b>3.8</b>	<b>3.2</b>

## Results of the 2019 Alternate ACCESS

The Alternate ACCESS assessment was first administered in 2014 to EL students with significant cognitive disabilities. The Alternate ACCESS results are reported at six proficiency levels: A1-Initiating, A2-Exploring, A3-Engaging, P1-Entering, P2-Emerging, and P3-Developing, and on a numerical scale from 900 to 960. See Appendix B for the performance definitions of the Alternate ACCESS proficiency levels.

Statewide participation rates for students who took the Alternate ACCESS was 98 percent for 2019, which was eight percentage points higher than the Alternate ACCESS participation rate of 90 percent in 2018.

Alternate ACCESS proficiency levels are shown by grade level in Table 5. There were no students scoring at proficiency level P3 in 2019.

**Table 5. Alternate ACCESS Proficiency Level by Grade (2019)**

<b>Grade</b>	<b># Tested</b>	<b>A1</b>	<b>A2</b>	<b>A3</b>	<b>P1</b>	<b>P2</b>
<b>01</b>	141	18%	10%	16%	38%	17%
<b>02</b>	159	15%	9%	19%	32%	25%
<b>03</b>	162	17%	11%	19%	29%	25%
<b>04</b>	148	13%	7%	23%	27%	30%
<b>05</b>	160	16%	6%	13%	18%	48%
<b>06</b>	115	17%	5%	19%	26%	33%
<b>07</b>	109	12%	9%	15%	26%	39%
<b>08</b>	102	5%	6%	14%	28%	47%
<b>09</b>	91	9%	10%	16%	24%	41%
<b>10</b>	98	8%	11%	16%	31%	34%
<b>11</b>	86	10%	5%	22%	27%	36%
<b>12</b>	108	18%	14%	21%	20%	27%
<b>Total</b>	<b>1,479</b>	<b>14%</b>	<b>9%</b>	<b>18%</b>	<b>27%</b>	<b>33%</b>

### III. Reporting Elements

New requirements for reporting the proficiency and progress of ELs are outlined in Title III of the federal *Every Student Succeeds Act* (ESSA) and in the *Language Opportunities for Our Kids Act* (LOOK), a 2017 state law. Five required reporting elements found in ESSA are summarized below.

- Reporting Element #1: The number and percent of ELs making progress toward achieving English language proficiency, disaggregated for ELs with disabilities (EL SWD). A student who is making progress is on track to achieve English proficiency (i.e., a score of Level 4.2 on the ACCESS) within six years.
- Reporting Element #2: The number and percent of ELs attaining English proficiency
- Reporting Element #3: The number and percent of ELs exiting EL status based on their attainment of English proficiency
- Reporting Element #4: The number and percent of former ELs (FELs) meeting challenging state academic standards on the next-generation MCAS tests for English language arts (ELA), mathematics, and science and technology/engineering (STE) for each of the four years after such students are no longer receiving EL services, disaggregated for FELs with disabilities (FEL SWD)
- Reporting Element #5: The number and percent of ELs who have not attained English language proficiency within six years of initial classification as an EL (i.e., within five years after the first baseline year, or within six years), disaggregated for ELs with disabilities

This report has been updated to include results on the five reporting elements described above. Results for the five reporting elements are based on the overall state results on the ACCESS tests combined with results for students taking the Alternate ACCESS, and results of FEL students on the MCAS tests. Reporting on the five elements is intended to provide districts with important instructional feedback to promote and accelerate the achievement of EL and FEL students, and to provide a basis for additional oversight of EL programming by districts and the Department.

#### **Reporting Element #1: EL Students Making Progress toward English Language Proficiency (disaggregated for students with and without disabilities)**

In 2018, a method was established to indicate progress in learning English that provided the following information for each EL student:

1. **Future Progress Target** representing the minimum ACCESS proficiency level score needed on the following year's ACCESS test to remain on track to reach English proficiency (i.e., attain a score of Level 4.2) within a total of six years in a Massachusetts school. Future progress targets are reported as an ACCESS proficiency level, ranging from Levels 1.0 to 4.2. Individual student targets are provided in the summer of each year. Further clarification of Future Progress Targets is provided in Appendix C.
2. **Difficulty Index** showing an estimate of how difficult it will be to reach next year's target, relative to the student's current proficiency level. The difficulty index ranges from 1–99, with one being the lowest difficulty (i.e., least difficult to achieve the target) and 99 the highest (i.e., most difficult to achieve the target). Students with difficulty indices greater than 60 are considered to have a high difficulty index. Educators are directed to use the difficulty index as

an indicator of which students may need additional instructional assistance in order to succeed. Further clarification of Difficulty Indices is provided in Appendix C.

3. **Student Growth Percentile for ACCESS (SGPA)** indicating the amount of progress made by a student on the ACCESS test from one year to the next, relative to other EL students in the same grade who earned similar ACCESS scores the prior year. In general, SGPA indicates whether a student has made low, moderate, or high gains in their ACCESS test scores from one year to the next compared with other ELs in the same grade level who took the ACCESS test in two consecutive years. Like the difficulty index, the SGPA is a number from 1–99, with 40–59 representing *average* growth. Higher SGPA numbers (i.e., above 60) indicate more growth, and lower SGPA numbers (i.e., below 40) show less growth.
4. **Progress Indicator**, either “Yes” or “No,” showing whether the student has met last year’s future progress target in the current year. Students who meet or exceed their future target for that year will be designated as having “made progress.” Students who do not meet their targets will not make progress for that year. Students taking the Alternate ACCESS will make progress if they increase the Alternate ACCESS achievement level in any subdomain by one level.

**Table 6. Students Making Progress by Grade (2018 & 2019)**

Grade	2018			2019		
	% Making Progress	# Making Progress	# Included in Progress	% Making Progress	# Making Progress	# Included in Progress
<b>1</b>	61.2%	5,765	9,419	61.9%	6,128	9,896
<b>2</b>	68.7%	6,548	9,528	63.4%	6,071	9,577
<b>3</b>	65.4%	5,645	8,638	63.7%	5,630	8,842
<b>4</b>	64.4%	4,984	7,736	65.3%	5,076	7,770
<b>5</b>	57.1%	2,896	5,068	55.9%	3,266	5,838
<b>6</b>	33.6%	1,408	4,185	33.2%	1,442	4,339
<b>7</b>	35.0%	1,463	4,182	37.0%	1,621	4,380
<b>8</b>	37.6%	1,509	4,015	36.0%	1,574	4,369
<b>9</b>	33.9%	1,500	4,423	36.0%	1,624	4,515
<b>10</b>	31.4%	1,331	4,241	30.8%	1,266	4,115
<b>11</b>	27.2%	911	3,349	27.5%	1,004	3,649
<b>12</b>	25.4%	760	2,993	24.7%	799	3,239
<b>Total</b>	<b>51.20%</b>	<b>34,720</b>	<b>67,777</b>	<b>50.3%</b>	<b>35,501</b>	<b>70,529</b>

Across Massachusetts, 50.3 percent of EL students made progress in 2019 (as shown in Table 6). Approximately two-thirds of students in grades 1–4 made progress, while a third or fewer students made progress in grades 6–12. Among the students who have been enrolled in the state for six or more years (as shown in Table 7), only 22.1 percent made progress in middle school, and only 16.2 percent made progress in high school.



**Table 7. Students Making Progress  
by Grade Cluster and Years of Enrollment in MA (2018 & 2019)**

Grade Cluster	Years in MA	2018		2019	
		# included in Progress	% Making Progress	# included in Progress	% Making Progress
<b>1-2</b>	First Year	185	59.5%	197	55.8%
	Second Year	9,780	63.1%	10,236	62.7%
	Third Year	8,219	68.2%	8,342	63.8%
	Fourth Year	760	56.3%	696	50.4%
	Fifth Year	3	-	2	-
	<b>Total</b>	<b>18,947</b>	<b>65.0%</b>	<b>19,473</b>	<b>62.6%</b>
<b>3-5</b>	First Year	94	50.0%	75	61.3%
	Second Year	2,450	68.4%	2,456	61.3%
	Third Year	2,217	66.9%	2,581	64.4%
	Fourth Year	6,981	65.7%	7,404	65.4%
	Fifth Year	6,025	64.1%	5,775	65.3%
	Sixth+ Year	3,675	50.8%	4,159	51.6%
	<b>Total</b>	<b>21,442</b>	<b>63.1%</b>	<b>22,450</b>	<b>62.2%</b>
<b>6-8</b>	First Year	82	45.1%	54	42.6%
	Second Year	2,128	54.9%	2,199	53.8%
	Third Year	1,726	50.0%	1,975	51.5%
	Fourth Year	1,177	43.0%	1,336	44.8%
	Fifth Year	871	38.5%	901	38.5%
	Sixth+ Year	6,398	23.0%	6,623	22.1%
	<b>Total</b>	<b>12,382</b>	<b>35.4%</b>	<b>13,088</b>	<b>35.4%</b>
<b>9-12</b>	First Year	148	25.7%	110	22.7%
	Second Year	3,894	41.5%	3,290	39.0%
	Third Year	2,874	35.9%	3,357	39.5%
	Fourth Year	1,888	32.0%	2,079	37.8%
	Fifth Year	1,203	27.9%	1,239	31.6%
	Sixth+ Year	4,999	17.5%	5,443	16.2%
	<b>Total</b>	<b>15,006</b>	<b>30.0%</b>	<b>15,518</b>	<b>30.2%</b>
<b>Grand Total</b>		<b>67,777</b>	<b>51.2%</b>	<b>70,529</b>	<b>50.3%</b>

ESSA, Title III also requires reporting of progress results by disability status. Table 8 disaggregates the results by students with disabilities versus without disabilities. Overall, 57 percent of students without a disability made progress while only about 29 percent of students with a disability made progress. In middle and high school, the rate of students with disabilities making progress was less than 15 percent.

**Table 8. Students Making Progress  
by Grade Cluster, Years of Enrollment in MA, and Disability Status (2019)**

		non-SWD		SWD		Total	
Grade Cluster	Years in MA	# included in Progress	% Making Progress	# included in Progress	% Making Progress	# included in Progress	% Making Progress
<b>1-2</b>	First Year	175	60.0%	22	22.7%	197	55.8%
	Second Year	8,776	65.9%	1,460	43.0%	10,236	62.7%
	Third Year	6,664	69.0%	1,678	43.3%	8,342	63.8%
	Fourth Year	407	62.4%	289	33.6%	696	50.4%
	Fifth Year	-	-	2	-	2	-
	<b>Total</b>	<b>16,022</b>	<b>67.0%</b>	<b>3,451</b>	<b>42.2%</b>	<b>19,473</b>	<b>62.6%</b>
<b>3-5</b>	First Year	70	62.9%	5	40.0%	75	61.3%
	Second Year	2,162	64.8%	294	35.4%	2,456	61.3%
	Third Year	2,197	69.0%	384	37.8%	2,581	64.4%
	Fourth Year	5,697	72.6%	1,707	41.5%	7,404	65.4%
	Fifth Year	3,966	74.9%	1,809	44.1%	5,775	65.3%
	Sixth+ Year	2,382	66.8%	1,777	31.2%	4,159	51.6%
	<b>Total</b>	<b>16,474</b>	<b>70.8%</b>	<b>5,976</b>	<b>38.7%</b>	<b>22,450</b>	<b>62.2%</b>
<b>6-8</b>	First Year	48	47.9%	6	-	54	42.6%
	Second Year	1,963	56.9%	236	28.4%	2,199	53.8%
	Third Year	1,759	54.0%	216	31.5%	1,975	51.5%
	Fourth Year	1,086	49.5%	250	24.4%	1,336	44.8%
	Fifth Year	644	45.7%	257	20.6%	901	38.5%
	Sixth+ Year	3,567	31.3%	3,056	11.5%	6,623	22.1%
	<b>Total</b>	<b>9,067</b>	<b>44.5%</b>	<b>4,021</b>	<b>14.9%</b>	<b>13,088</b>	<b>35.4%</b>
<b>9-12</b>	First Year	107	23.4%	3	-	110	22.7%
	Second Year	3,118	40.0%	172	20.9%	3,290	39.0%
	Third Year	3,172	40.5%	185	22.7%	3,357	39.5%
	Fourth Year	1,857	39.7%	222	22.5%	2,079	37.9%
	Fifth Year	1,058	34.0%	181	17.1%	1,239	31.6%
	Sixth+ Year	3,007	20.5%	2,436	10.9%	5,443	16.2%
	<b>Total</b>	<b>12,319</b>	<b>34.7%</b>	<b>3,199</b>	<b>13.3%</b>	<b>15,518</b>	<b>30.2%</b>
<b>Grand Total</b>		<b>53,882</b>	<b>57.0%</b>	<b>16,647</b>	<b>28.8%</b>	<b>70,529</b>	<b>50.3%</b>

## Reporting Element #2: EL Students Attaining English Language Proficiency

The method of identifying EL proficiency in 2019 is the same as it was in 2018. Students who obtained an overall ACCESS score of *Level 4.2* and a literacy composite score of *Level 3.9* will be designated as having attained English language proficiency. The overall proficiency rates shown in Table 9 indicate that approximately the same percentage of students had attained English proficiency in both years (19.8 percent in 2018 and 19.6 percent in 2019).

**Table 9. Students Attaining English Proficiency by Grade (2018 & 2019)**

<b>Grade</b>	<b>2018</b>			<b>2019</b>		
	<b>% Proficient</b>	<b># Proficient</b>	<b># Included</b>	<b>% Proficient</b>	<b># Proficient</b>	<b># Included</b>
<b>K</b>	3.2%	355	11,052	3.3%	365	11,138
<b>1</b>	10.4%	1,183	11,331	8.6%	1,010	11,680
<b>2</b>	18.1%	2,031	11,228	17.6%	1,970	11,190
<b>3</b>	24.2%	2,466	10,201	24.8%	2,528	10,205
<b>4</b>	43.5%	4,017	9,232	44.3%	4,013	9,051
<b>5</b>	40.9%	2,723	6,658	41.8%	2,975	7,115
<b>6</b>	18.1%	1,012	5,587	17.8%	1,001	5,617
<b>7</b>	18.3%	1,017	5,549	19.4%	1,081	5,560
<b>8</b>	20.9%	1,089	5,222	19.4%	1,052	5,419
<b>9</b>	16.7%	1,117	6,705	17.1%	1,149	6,733
<b>10</b>	17.0%	937	5,497	16.2%	849	5,228
<b>11</b>	15.4%	709	4,602	14.0%	637	4,563
<b>12</b>	12.6%	438	3,472	12.1%	442	3,654
<b>Total</b>	<b>19.8%</b>	<b>19,094</b>	<b>96,336</b>	<b>19.6%</b>	<b>19,072</b>	<b>97,153</b>

Table 10 indicates that the percent of students attaining proficiency is highest in grades 3–5 (35.3 percent in 2018 and 36.1 percent in 2019), but much lower (less than 20 percent) in other grade clusters in both years.

**Table 10. Students Attaining English Proficiency  
by Grade Cluster and Years of Enrollment in MA (2018 & 2019)**

		2018			2019		
Grade Cluster	Years in MA	% Proficient	# Proficient	# Included	% Proficient	# Proficient	# Included
<b>K</b>	First Year	3.1%	334	10,640	3.3%	352	10,751
	Second Year	5.1%	21	412	3.4%	13	386
	Third Year	-	-	-	-	-	1
	<b>Total</b>	<b>3.2%</b>	<b>355</b>	<b>11,052</b>	<b>3.3%</b>	<b>365</b>	<b>11,138</b>
<b>1-2</b>	First Year	6.6%	181	2,745	7.3%	192	2,620
	Second Year	12.2%	1,274	10,473	10.3%	1,119	10,884
	Third Year	19.6%	1,676	8,543	18.5%	1,598	8,650
	Fourth Year	10.3%	82	795	9.9%	71	714
	Fifth Year	-	-	3	-	-	2
	<b>Total</b>	<b>14.2%</b>	<b>3,214</b>	<b>22,559</b>	<b>13.0%</b>	<b>2,980</b>	<b>22,870</b>
<b>3-5</b>	First Year	15.1%	511	3,376	16.3%	480	2,940
	Second Year	26.2%	747	2,852	26.6%	745	2,796
	Third Year	34.7%	817	2,355	35.0%	945	2,699
	Fourth Year	31.2%	2,270	7,276	31.7%	2,416	7,628
	Fifth Year	47.9%	2,989	6,237	47.9%	2,851	5,946
	Sixth+ Year	46.9%	1,872	3,995	47.7%	2,079	4,362
	<b>Total</b>	<b>35.3%</b>	<b>9,206</b>	<b>26,091</b>	<b>36.1%</b>	<b>9,516</b>	<b>26,371</b>
<b>6-8</b>	First Year	11.2%	334	2,979	14.2%	371	2,613
	Second Year	16.6%	410	2,472	15.5%	383	2,468
	Third Year	22.2%	403	1,819	19.9%	407	2,048
	Fourth Year	22.5%	278	1,235	21.8%	302	1,388
	Fifth Year	24.2%	222	917	22.1%	211	954
	Sixth+ Year	21.2%	1,471	6,936	20.5%	1,460	7,125
	<b>Total</b>	<b>19.1%</b>	<b>3,118</b>	<b>16,358</b>	<b>18.9%</b>	<b>3,134</b>	<b>16,596</b>
<b>9-12</b>	First Year	12.9%	544	4,212	13.7%	520	3,791
	Second Year	15.6%	697	4,475	16.2%	598	3,689
	Third Year	17.6%	521	2,960	15.5%	534	3,440
	Fourth Year	17.4%	341	1,955	16.0%	342	2,141
	Fifth Year	17.8%	224	1,258	17.8%	230	1,293
	Sixth+ Year	16.1%	874	5,416	14.6%	853	5,824
	<b>Total</b>	<b>15.8%</b>	<b>3,201</b>	<b>20,276</b>	<b>15.2%</b>	<b>3,077</b>	<b>20,178</b>
<b>Grand Total</b>		<b>19.8%</b>	<b>19,094</b>	<b>96,336</b>	<b>19.6%</b>	<b>19,072</b>	<b>97,153</b>

### **Reporting Element #3: EL Students Who Exited English Learner (EL) Status as a Result of Their Attainment of English Proficiency**

This element reports the number and percent of students who exited EL status once they had attained English proficiency on the ACCESS tests. The number of students reaching proficiency in 2018 and 2019 is shown in the top row of each grade cluster shown in Table 11. The number of students exiting EL status by the fall of the following school year is shown in the second row of each grade cluster shown. The

percent of EL students who attained proficiency and exited EL status by the following fall as a result of their attainment of proficiency is shown in row three of the grade cluster provided. The overall percent of proficient EL students who exited EL status after reaching proficiency was 65.1 percent in 2018 and 69.9 percent in 2019.

**Table 11. Students Who Attained English Proficiency and Exited EL Status (2018 & 2019)**

Grade Cluster		2018	2019
<b>K</b>	# Proficient	355	365
	# RE3 Exit	100	175
	% Attained and Exited	28.2%	47.9%
<b>1-2</b>	# Proficient	3,214	2,980
	# RE3 Exit	2,012	2,047
	% Attained and Exited	62.6%	68.7%
<b>3-5</b>	# Proficient	9,206	9,516
	# RE3 Exit	5,919	6,667
	% Attained and Exited	64.3%	70.1%
<b>6-8</b>	# Proficient	3,118	3,134
	# RE3 Exit	1,982	2,126
	% Attained and Exited	63.6%	67.8%
<b>9-12</b>	# Proficient	3,201	3,077
	# RE3 Exit	2,419	2,318
	% Attained and Exited	75.6%	75.3%
<b>Grand Total</b>	# Proficient	19,094	19,072
	# RE3 Exit	12,432	13,333
	% Attained and Exited	65.1%	69.9%

#### **Reporting Element #4: Former ELs (FELs) Meeting Challenging State Academic Standards (disaggregated for students with and without disabilities)**

Reporting Element #4 describes the number and percent of former English learners (FELs) who have met challenging state standards, as indicated by a score of *Meeting Expectations* or *Exceeding Expectations* on the next-generation MCAS tests. For this reporting element, FELs are considered to be students who exited EL status up to four years prior to taking the MCAS tests. Reporting Element #4 is also reported for FEL students with disabilities.

In 2018, the results for all FEL students (i.e., students who exited EL status one to four prior years) were reported together. beginning in 2019, statewide FEL results are indicated for each of four years since those students were exited from EL status (e.g., FEL year 1, FEL year 2, etc.).

In addition, 2019 results are reported in Table 12 for grades 3–8 and in Table 13 for grade 10 for FELs and Never ELs who took the next-generation ELA, mathematics and STE MCAS tests. Results on the legacy high school STE MCAS tests were *not* included.

As shown in Table 12 for grades 3–8, about half of FELs performed at *Meeting Expectations* or *Exceeding Expectations* in ELA and mathematics, but only 38 percent met the standards in STE. In all three subjects, FELs who had exited an EL program two years prior performed better compared with those who exited one, three, or four years prior. Also, in all three subjects, FELs did not perform as well as students who were never categorized as ELs. The gap is relatively small in ELA and mathematics (five and three percentage points respectively), but larger in STE (14 percentage points).

Table 12 also displays results for FELs with disabilities. Those students consistently performed lower than the FEL group. The percent meeting academic standards is about one third that of the FEL group across all three subjects. Compared to Never ELs with disabilities, FELs with disabilities performed comparably in ELA and mathematics, although six percentage points lower in STE.

**Table 12. Former ELs (FEL) and Never ELs Meeting Challenging State Academic Standards, Disaggregated for FELs with Disabilities (FEL & SWD) Grades 3–8 (2019)**

Student Group	FEL Year	Grades 3-8 ELA Tested #	Grades 3-8 ELA E+M #	Grades 3-8 ELA E+M %	Grades 3-8 Math Tested #	Grades 3-8 Math E+M #	Grades 3-8 Math E+M %	Grades 5 & 8 STE Tested #	Grades 5 & 8 STE E+M #	Grades 5 & 8 STE E+M %
FEL	1	10,796	5,040	47%	10,794	4,852	45%	3,964	1,269	32%
FEL	2	6,842	3,797	55%	6,842	3,679	54%	2,084	954	46%
FEL	3	8,941	4,662	52%	8,932	4,333	49%	2,843	1,150	40%
FEL	4	6,392	3,455	54%	6,385	3,286	51%	2,121	844	40%
FEL	<b>Total</b>	<b>32,971</b>	<b>16,954</b>	<b>51%</b>	<b>32,953</b>	<b>16,150</b>	<b>49%</b>	<b>11,012</b>	<b>4,217</b>	<b>38%</b>
FEL & SWD	1	1,390	258	19%	1,395	240	17%	500	72	14%
FEL & SWD	2	815	135	17%	814	152	19%	232	31	13%
FEL & SWD	3	1,046	164	16%	1,042	156	15%	346	46	13%
FEL & SWD	4	806	100	12%	808	102	13%	300	26	9%
FEL & SWD	<b>Total</b>	<b>4,057</b>	<b>657</b>	<b>16%</b>	<b>4,059</b>	<b>650</b>	<b>16%</b>	<b>1,378</b>	<b>175</b>	<b>13%</b>
Never EL	n/a	344,477	193,867	56%	344,423	179,625	52%	115,950	60,724	52%
Never EL & SWD	n/a	69,109	12,350	18%	69,079	11,355	16%	22,860	4,423	19%

As shown in Table 13 below, 37 percent of FELs in grade 10 met standards in ELA and 42 percent met standards in mathematics. In both subjects, FELs in years three and four (especially year three) performed much better than FELs in years one and two. Also, there is a significant gap between FELs and Never ELs (29 percentage points lower for FELs than Never ELs in ELA and 21 percentage points lower for FELs than Never ELs in mathematics).

Among FEL students with disabilities, students in year three performed better than FEL students with disabilities in years one, two, and four in both subjects. Students who were Never EL with disabilities outperformed FELs with disabilities in both subjects (by 12 percentage points in ELA and eight percentage points in mathematics).

**Table 13. Former ELs (FELs) and Never ELs Meeting Challenging State Academic Standards,  
Disaggregated for FELs with Disabilities (FEL & SWD) in  
Grade 10 (2019)**

Student Group	FEL Year	Grade 10 ELA Tested #	Grade 10 ELA E+M #	Grade 10 ELA E+M %	Grade 10 Math Tested #	Grade 10 Math E+M #	Grade10 Math E+M %
FEL	1	1,002	273	27%	999	371	37%
FEL	2	949	314	33%	942	332	35%
FEL	3	658	339	52%	655	335	51%
FEL	4	597	272	46%	591	292	49%
FEL	<b>Total</b>	<b>3,206</b>	<b>1,198</b>	<b>37%</b>	<b>3,187</b>	<b>1,330</b>	<b>42%</b>
FEL & SWD	1	134	9	7%	132	17	13%
FEL & SWD	2	150	17	11%	148	18	12%
FEL & SWD	3	94	20	21%	93	14	15%
FEL & SWD	4	103	12	12%	104	10	10%
FEL & SWD	<b>Total</b>	<b>481</b>	<b>58</b>	<b>12%</b>	<b>477</b>	<b>59</b>	<b>12%</b>
Never EL	n/a	57,854	38,424	66%	57,576	36,252	63%
Never EL & SWD	n/a	10,219	2,489	24%	10,084	2,009	20%

**Reporting Element #5: EL Students Who Have Not Attained English Proficiency within Six Years (disaggregated for students with and without disabilities)**

ELs in Massachusetts are anticipated to reach proficiency on ACCESS tests within a total of six years after being classified as an English learner in a Massachusetts school (one baseline year, plus five years to demonstrate growth toward proficiency). ELs are considered to have attained English proficiency when they achieve ACCESS scores of at least Level 4.2 overall and Level 3.9 literacy composite.

As shown in Table 14, approximately 15 percent of all EL students did *not* reach proficiency in 2018 and 2019 within six years of entering a Massachusetts school. Students in grades K–4 are omitted in the table due to the reporting requirement that a student be enrolled in a Massachusetts school for at least six years. The percent of students with disabilities who are not attaining proficiency within six years approaches 37 percent in both 2018 and 2019. For students with disabilities in grades 6–12, the percent not attaining proficiency within six years is greater than 70 percent in both years.

**Table 14. Students Not Attaining English Proficiency within Six Years  
by Grade Cluster and Disability Status (2018 & 2019)**

Grade Cluster		2018			2019		
		non-SWD	SWD	Total	non-SWD	SWD	Total
<b>3-5</b>	# Not Meeting	1,011	1,224	2,235	943	1,479	2,422
	% Not Meeting	5.0%	21.5%	8.6%	4.7%	23.1%	9.2%
	# Included	20,395	5,703	26,098	19,980	6,391	26,371
<b>6-8</b>	# Not Meeting	3,348	2,810	6,158	3,371	3,151	6,522
	% Not Meeting	27.0%	71.2%	37.6%	27.6%	72.2%	39.3%
	# Included	12,412	3,946	16,358	12,231	4,365	16,596
<b>9-12</b>	# Not Meeting	2,756	2,328	5,084	2,999	2,560	5,559
	% Not Meeting	16.2%	70.8%	25.1%	18.0%	73.5%	27.5%
	# Included	16,992	3,290	20,282	16,694	3,484	20,178
<b>Grand Total*</b>	# Not Meeting	7,115	6,362	13,477	7,313	7,190	14,503
	% Not Meeting	9.1%	35.7%	14.0%	9.4%	36.9%	14.9%
	# Included	78,553	17,796	96,349	77,647	19,506	97,153

\* The Grand Total includes the count of students in grades K-4, but these students are not considered eligible to be included in the “meets” or “does not meet” proficiency status within six years due to the number of years they have been enrolled in school.



## IV. ACCESS Results for EL Students from the State's Highest Incidence First-Language Groups

Table 15 shows the number and percent of students in the highest incidence language groups enrolled in a Massachusetts school in 2018 and 2019. Spanish is the largest native language group with just under 55 percent of students, followed by Portuguese, the native language of about 10 percent of the EL population.

**Table 15. Enrollment by Highest-Incidence First (Native) Languages (2018 & 2019)**

Language Spoken and Ranking by Enrollment #		2018		2019	
		# of ELs	% of ELs	# of ELs	% of ELs
1	Spanish	53,134	54.6%	52,906	54.1%
2	Portuguese	9,929	10.2%	11,033	11.3%
3	Crioulo (Cape Verdean)	4,157	4.3%	4,263	4.4%
4	Chinese	4,139	4.3%	3,930	4.0%
5	Creole (Haitian)	3,964	4.1%	4,120	4.2%
6	Arabic	3,167	3.3%	3,004	3.1%
7	Vietnamese	2,241	2.3%	2,135	2.2%
8	Khmer	1,572	1.6%	1,564	1.6%
9	Russian	1,210	1.2%	1,233	1.3%
10	French	863	0.9%	865	0.9%
11	Somali	685	0.7%	605	0.6%
12	Twi	664	0.7%	683	0.7%
13	Nepali	619	0.6%	574	0.6%
14	Swahili	534	0.5%	585	0.6%
15	Japanese	512	0.5%	508	0.5%
16	Albanian	456	0.5%	482	0.5%
17	English	450	0.5%	285	0.3%
18	French Patois	435	0.4%	419	0.4%
19	Korean	396	0.4%	401	0.4%
20	Hindi	364	0.4%	356	0.4%
Total		89,491	91.9%	89,951	92.1%

The ACCESS achievement, by proficiency level, of students speaking the ten highest-incidence languages is summarized in Table 16 and in Figures 3, 4, and 5.

Both Table 16 and Figure 3 show the percent of students scoring at each ACCESS level, by native language. The language group with the highest percentages of students in the highest proficiency levels is Chinese.

**Table 16. Proficiency Level by the Ten Highest-Incidence Languages (2019)**

Language Spoken	Level 6	Level 5	Level 4	Level 3	Level 2	Level 1	# Included
Spanish	0.3%	3.2%	19.3%	37.0%	21.7%	18.5%	50,407
Portuguese	0.5%	5.0%	23.2%	33.4%	19.3%	18.6%	10,779
Cape Verdean	0.2%	3.1%	19.1%	37.1%	24.5%	16.0%	4,055
Creole	0.3%	3.9%	22.6%	41.3%	19.6%	12.2%	3,916
Chinese	3.3%	14.3%	31.2%	29.4%	11.4%	10.3%	3,836
Arabic	0.5%	5.2%	25.4%	37.4%	18.9%	12.7%	2,891
Vietnamese	1.1%	9.0%	30.3%	34.9%	14.4%	10.2%	2,043
Khmer	1.4%	5.6%	27.4%	39.0%	16.6%	10.0%	1,528
Russian	1.0%	9.3%	31.6%	35.3%	11.9%	10.9%	1,206
French	1.1%	8.6%	30.3%	35.5%	14.3%	10.2%	833

**Figure 3. Percent of Students at Each Proficiency Level for the Ten Highest-Incidence Languages**

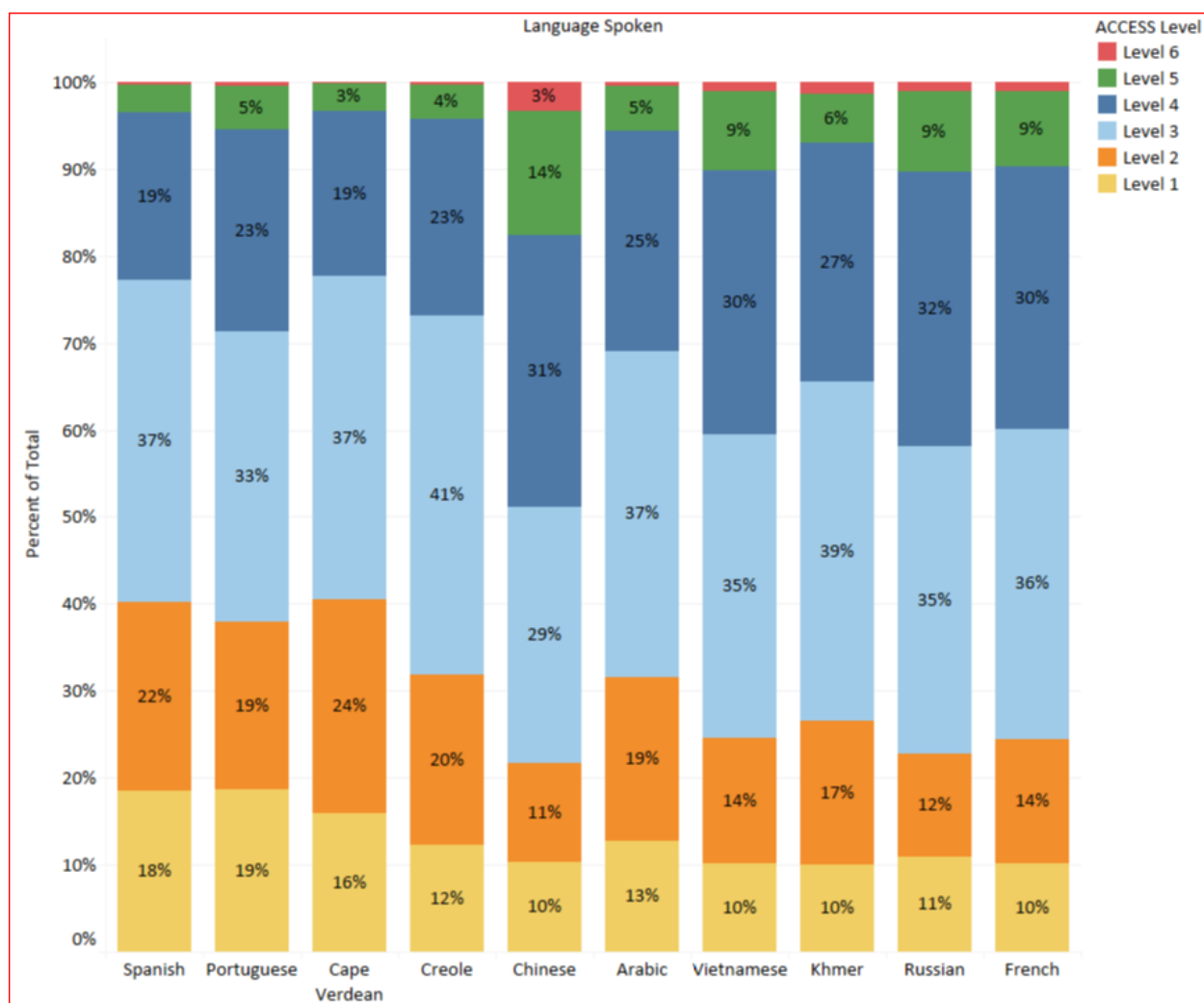
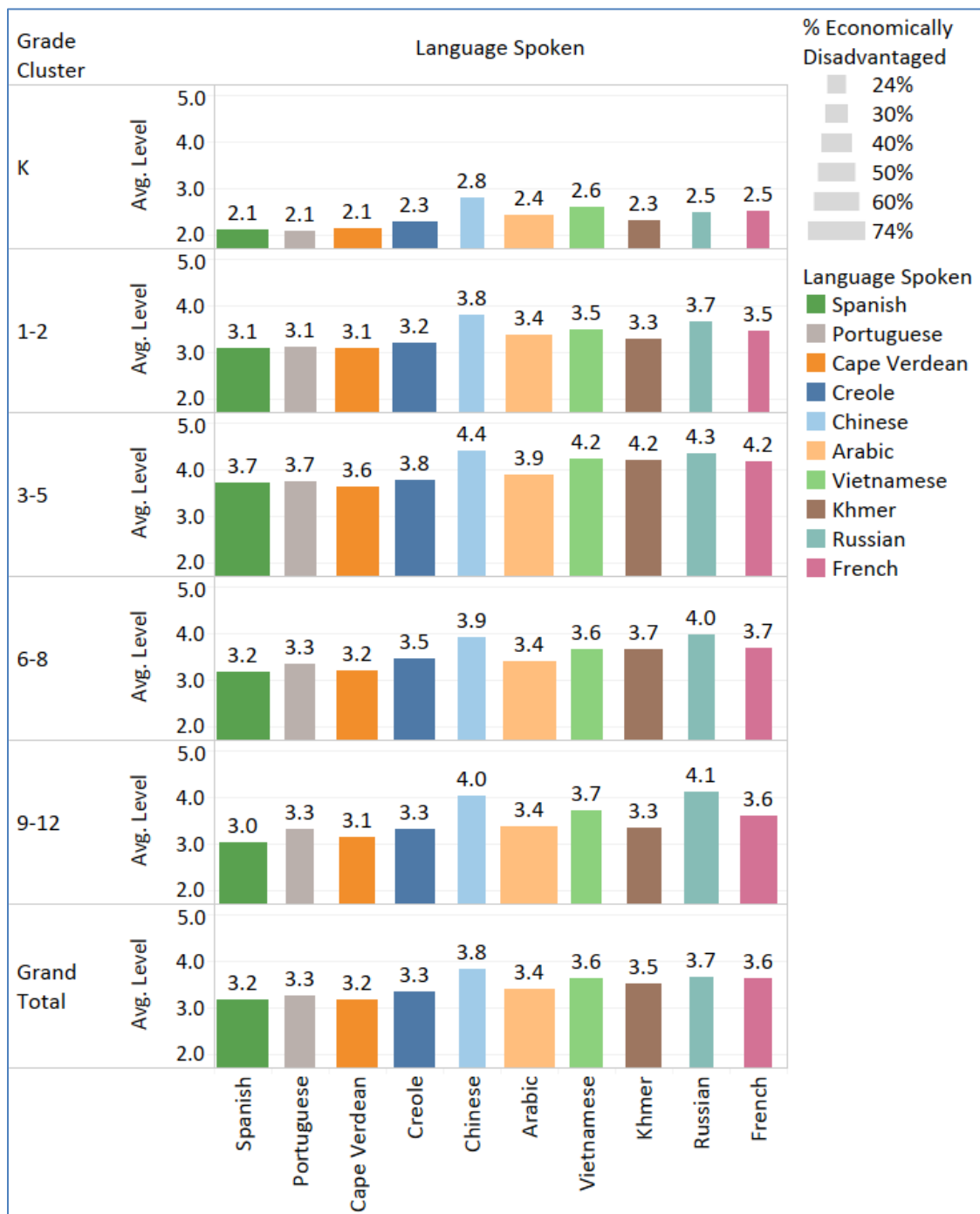
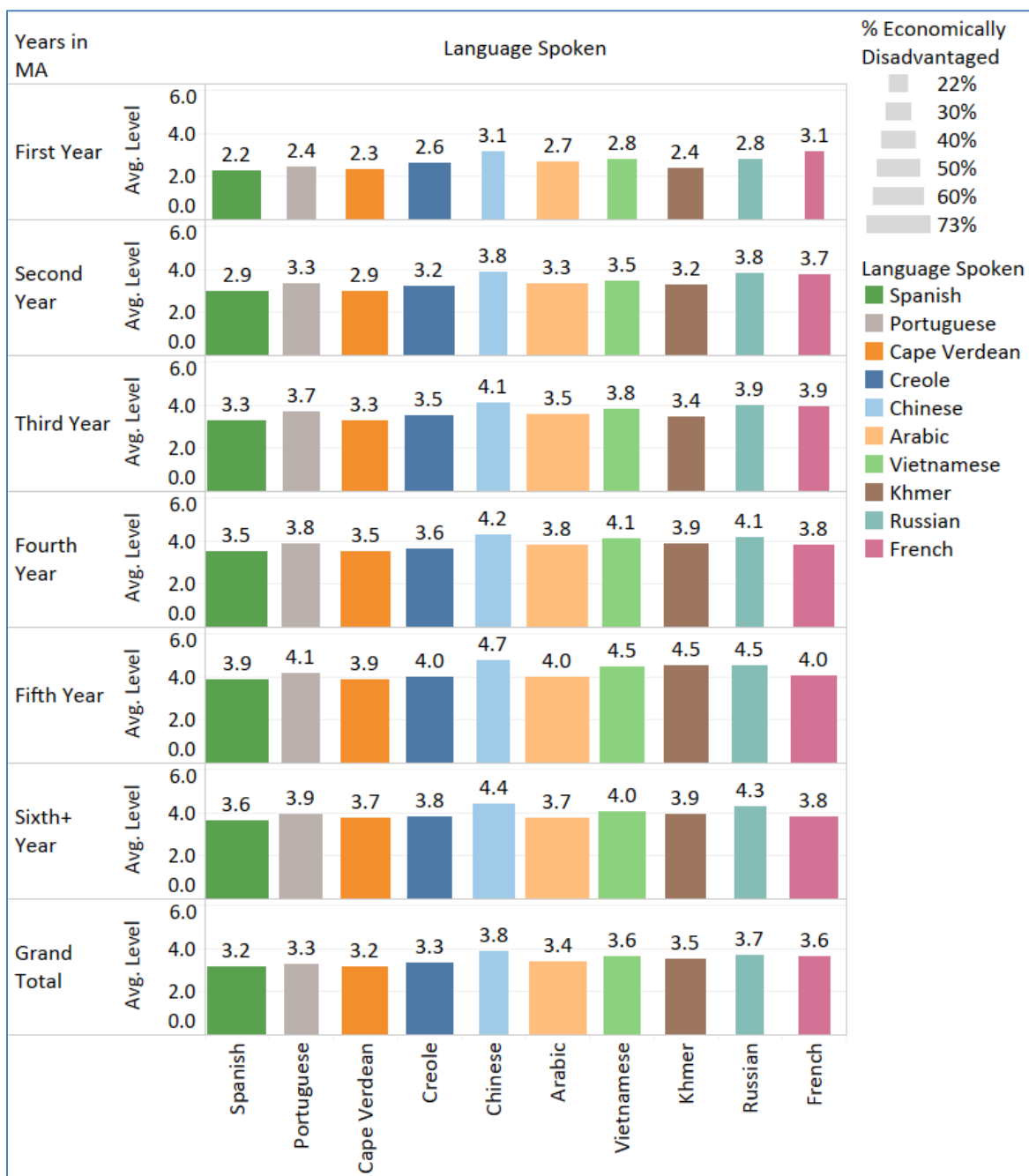


Figure 4 shows the average ACCESS proficiency level by grade cluster for the ten highest-incidence native languages. Figure 5 shows the average ACCESS proficiency level by native language and number of years in a Massachusetts school. For Figures 4 and 5, the width of the bar represents the percent of students with an economic disadvantage, as shown in the key.

**Figure 4. Average Proficiency Level of the Ten Highest-Incidence Languages by Grade Cluster, Bar Width Indicating % Economically Disadvantaged**



**Figure 5: Average Proficiency Level of the Ten Highest-Incidence Languages by Number of Years in MA, Bar Width Indicating % Economically Disadvantaged**



## Appendix A. Performance Definitions for the ACCESS Levels of English Language Proficiency

### WIDA Performance Definitions - Listening and Reading Grades K–12

Within sociocultural contexts for processing language...

Discourse Dimension		Sentence Dimension	Word/Phrase Dimension
Linguistic Complexity		Language Forms and Conventions	Vocabulary Usage
<b>Level 6 - Reaching</b> English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas.			
At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...			
<b>Level 5 Bridging</b>	<ul style="list-style-type: none"> <li>Rich descriptive discourse with complex sentences</li> <li>Cohesive and organized, related ideas across content areas</li> </ul>	<ul style="list-style-type: none"> <li>A variety of complex grammatical structures</li> <li>Sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Technical and abstract content-area language</li> <li>Words and expressions with shades of meaning across content areas</li> </ul>
<b>Level 4 Expanding</b>	<ul style="list-style-type: none"> <li>Connected discourse with a variety of sentences</li> <li>Expanded related ideas characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Complex grammatical structures</li> <li>A broad range of sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Specific and some technical content-area language</li> <li>Words or expressions with multiple meanings across content areas</li> </ul>
<b>Level 3 Developing</b>	<ul style="list-style-type: none"> <li>Discourse with a series of extended sentences</li> <li>Related ideas specific to particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Compound and some complex grammatical constructions</li> <li>Sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>Specific content-area language and expressions</li> <li>Words and expressions with common collocations and idioms across content areas</li> </ul>
<b>Level 2 Emerging</b>	<ul style="list-style-type: none"> <li>Multiple related simple sentences</li> <li>An idea with details</li> </ul>	<ul style="list-style-type: none"> <li>Compound grammatical structures</li> <li>Repetitive phrasal and sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>General content words and expressions, including cognates</li> <li>Social and instructional words and expressions across content areas</li> </ul>
<b>Level 1 Entering</b>	<ul style="list-style-type: none"> <li>Single statements or questions</li> <li>An idea within words, phrases, or chunks of language</li> </ul>	<ul style="list-style-type: none"> <li>Simple grammatical constructions (e.g., commands, Wh- questions, declaratives)</li> <li>Common social and instructional forms and patterns</li> </ul>	<ul style="list-style-type: none"> <li>General content-related words</li> <li>Everyday social, instructional and some content-related words and phrases</li> </ul>



## WIDA Performance Definitions - Speaking and Writing Grades K–12

Within sociocultural contexts for language use...

Discourse Dimension		Sentence Dimension	Word/Phrase Dimension
Linguistic Complexity		Language Forms and Conventions	Vocabulary Usage
<p style="text-align: center;"><b>Level 6 - Reaching</b></p> <p>English language learners will use a range of grade-appropriate language for a variety of academic purposes and audiences. Agility in academic language use is reflected in oral fluency and automaticity in response, flexibility in adjusting to different registers and skillfulness in interpersonal interaction. English language learners' strategic competence in academic language use facilitates their ability to relate information and ideas with precision and sophistication for each content area.</p>			
<p style="text-align: center;">At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...</p>			
<b>Level 5 Bridging</b>	<ul style="list-style-type: none"> <li>Multiple, complex sentences</li> <li>Organized, cohesive, and coherent expression of ideas characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>A variety of complex grammatical structures matched to purpose</li> <li>A broad range of sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Technical and abstract content-area language, including content-specific collocations</li> <li>Words and expressions with precise meaning across content areas</li> </ul>
<b>Level 4 Expanding</b>	<ul style="list-style-type: none"> <li>Short, expanded, and some complex sentences</li> <li>Organized expression of ideas with emerging cohesion characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Compound and complex grammatical structures</li> <li>Sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Specific and some technical content-area language</li> <li>Words and expressions with expressive meaning through use of collocations and idioms across content areas</li> </ul>
<b>Level 3 Developing</b>	<ul style="list-style-type: none"> <li>Short and some expanded sentences with emerging complexity</li> <li>Expanded expression of one idea or emerging expression of multiple related ideas across content areas</li> </ul>	<ul style="list-style-type: none"> <li>Simple and compound grammatical structures with occasional variation</li> <li>Sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>Specific content language, including cognates and expressions</li> <li>Words or expressions with multiple meanings used across content areas</li> </ul>
<b>Level 2 Emerging</b>	<ul style="list-style-type: none"> <li>Phrases or short sentences</li> <li>Emerging expression of ideas</li> </ul>	<ul style="list-style-type: none"> <li>Formulaic grammatical structures</li> <li>Repetitive phrasal and sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>General content words and expressions</li> <li>Social and instructional words and expressions across content areas</li> </ul>
<b>Level 1 Entering</b>	<ul style="list-style-type: none"> <li>Words, phrases, or chunks of language</li> <li>Single words used to represent ideas</li> </ul>	<ul style="list-style-type: none"> <li>Phrase-level grammatical structures</li> <li>Phrasal patterns associated with familiar social and instructional situations</li> </ul>	<ul style="list-style-type: none"> <li>General content-related words</li> <li>Everyday social and instructional words and expressions</li> </ul>



## Appendix B. Alternate ACCESS Performance Definitions

At each grade level, toward the end of a given alternate level of English language proficiency, and with instructional support...

	English language learners with significant cognitive disabilities will produce (Productive):	English language learners with significant cognitive disabilities will process (Receptive):
<b>Level P3 Developing</b>	<ul style="list-style-type: none"> <li>• Specific content language, including cognates and expressions</li> <li>• Words or expressions with multiple meanings used across content areas</li> <li>• Repetitive grammatical structures with occasional variation</li> <li>• Sentence patterns across content areas</li> <li>• Short and some expanded sentences with emerging complexity</li> <li>• Expanded expression of one idea or emerging expression of multiple ideas</li> </ul>	<p>Students may score up to alternate proficiency level P3 in the domain of Writing. The domains of Listening, Speaking, and Reading do not include test items targeting alternate proficiency level P3 and above; therefore, students taking this test cannot demonstrate English language at alternate proficiency level P3 and higher in those domains.</p>
<b>Level P2 Emerging</b>	<ul style="list-style-type: none"> <li>• General content words and expressions across content areas</li> <li>• Social and instructional words and expressions across content areas</li> <li>• Formulaic grammatical structures</li> <li>• Repetitive phrasal and sentence patterns across content areas</li> <li>• Phrases or short sentences</li> <li>• Emerging expression of ideas</li> </ul>	<ul style="list-style-type: none"> <li>• General content words and expressions, including cognates</li> <li>• Social and instructional words and expressions across content areas</li> <li>• Compound grammatical constructions</li> <li>• Repetitive phrasal and sentence patterns across content areas</li> <li>• Multiple related simple statements</li> <li>• An idea with details</li> </ul>
<b>Level P1 Entering</b>	<ul style="list-style-type: none"> <li>• General content-related words</li> <li>• Everyday social and instructional words and expressions</li> <li>• Phrase-level grammatical structures</li> <li>• Phrasal patterns associated with common social and instructional situations</li> <li>• Words, phrases, or chunks of language</li> <li>• Single words used to represent ideas</li> </ul>	<ul style="list-style-type: none"> <li>• General content-related words</li> <li>• Social and instructional words and expressions</li> <li>• Simple grammatical constructions</li> <li>• Common social and instructional forms and patterns</li> <li>• Single statements or questions</li> <li>• An idea within words, phrases, or chunks of language</li> </ul>
<b>Level A3 Engaging</b>	<ul style="list-style-type: none"> <li>• Familiar words associated with daily routine</li> <li>• Representations of sounds, words, or ideas with drawing symbols, letters, or numbers</li> <li>• Routinely practiced patterns associated with common social and instructional situations</li> <li>• Oral approximations of words or phrases</li> <li>• Symbols or letters to represent ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Symbols, letters, and/or numbers</li> <li>• Spoken social and instructional words and familiar expressions</li> <li>• Routinely practiced social and instructional forms and patterns</li> <li>• Familiar statements or questions associated with daily routine</li> <li>• An idea within visual representations or familiar language</li> </ul>
<b>Level A2 Exploring</b>	<ul style="list-style-type: none"> <li>• Different sounds and gestures to communicate</li> <li>• Markings or symbols to communicate (e.g., with writing utensil or assistive device)</li> <li>• Approximations of routinely practiced words</li> <li>• Varied tone and inflection to convey needs, desires, or moods (to convey adherence to social norms)</li> </ul>	<ul style="list-style-type: none"> <li>• Routinely practiced oral cues</li> <li>• Familiar visual representations associated with daily routines</li> <li>• Environmental symbols and shapes</li> <li>• Spoken words associated with familiar people, daily routine, and/or environment</li> </ul>
<b>Level A1 Initiating</b>	<ul style="list-style-type: none"> <li>• Imitations of sounds</li> <li>• Varied body movements to communicate (e.g., eye gaze, grasp writing utensil)</li> </ul>	<ul style="list-style-type: none"> <li>• Familiar voices and communicative sounds</li> <li>• Change in expression (e.g., facial, body, vocal)</li> </ul>

...within sociocultural contexts for language use.

## Appendix C: Additional Clarification of Future Progress Targets and Difficulty Indices

Graph C1 provides clarification of Future Progress Targets based on the following variables for ELs. Future Progress Targets for EL students in grade 6 are provided as an example:

- Future Progress Targets (2019)
- Difficulty Index for the Future Progress Targets
- Current ACCESS level
- Years enrolled in MA

In Graph C1, the ACCESS proficiency level is shown on the y-axis for each category of Years in MA. The 2019 Future Progress Target is displayed on the x-axis. The shading depicts the Difficulty Index from easiest (green) to moderate difficulty (yellow) to very difficult (red). The nonlinear growth trajectory observed in the actual student population is illustrated in the curved graph lines.

For EL students in their first year in a Massachusetts school, students who scored lowest on the ACCESS test will have the lowest targets, ranging from 1.9 to 2.0 for students scoring between 1.4 to 1.7 on the current year's ACCESS test. As students' current year ACCESS scores increase, their Future Progress Targets will also increase. Students who score above ACCESS level 2.0 will have targets that are higher than 2.9. The highest target assigned is 4.2 (Level 4.2 is considered English proficient), depicted by the straight vertical line in each graph panel. A similar growth trajectory is observed for students enrolled in MA for two years.

For students enrolled in MA for three and four years, the trajectories are shortened to denote the reduced time frame for attaining proficiency. For example, the lowest-scoring students enrolled for three years begin with Future Progress Targets of 2.4 (compared with a target of 1.9 for students enrolled in MA for fewer years). For the lowest-scoring students enrolled in MA for four years, the targets start at 2.8. The higher level of difficulty in meeting these targets is denoted by the orange shading, which is especially evident for lower-scoring students enrolled in MA for four and five years. For high-scoring students, the relative ease of reaching their targets is denoted by the green shading.



**Graph C1: 2019 Grade 6 Students' Future Targets Relative to Years in MA, Current ACCESS Proficiency Level, and Difficulty Index**

